OFFICE OF JUVENILE JUSTICE
AND DELinquency PREVENTION

2021 TRIBAL YOUTH VIRTUAL NATIONAL CONFERENCE
Strengthening Resilience, Promoting Healing, Restoring Culture

SHAPING BRIGHTER FUTURES WITH AMERICAN INDIAN, ALASKA NATIVE YOUTH AND TRIBAL COMMUNITIES

MARCH 29 - APRIL 2
Telling Our Story through Evaluation

Thursday, April 1, 2021
8:45am AKT/ 9:45am PT/ 10:45am MT/ 11:45am CT/ 12:45pm ET

Session Facilitators:
Ethleen Iron Cloud-Two Dogs, Tribal Youth Resource Center
Tribal Law and Policy Institute
Marneena Evans, Westat
Opening in a Good Way
Objectives

1. Understand what evaluation is and how it applies to Tribal youth programming
2. Learn the basic elements of evaluation planning
3. Apply the basic elements by walking through an example of an evaluation planning process for a youth program
What is Evaluation

Evaluation uses data and information to help us assess the design, activities, and outcomes of a program

• Is the program operating the way we intended?
• Are we achieving our objectives?
• How can we keep getting better at what we do?
• Are we creating the change we wanted to see?
• It is NOT a judgment about “good” or “bad”, nor is it about personnel evaluation
What Can Evaluation Help Us Do?

- Understand what is going well with our program and what can be improved
- Make decisions about practice and resource allocation
- Tell the story of our program, community, and families
- Understand the perspectives of our relatives (youth, families, program staff, community partners)
- Empower and honor the sovereignty of our Tribal Nations
- Sustain successful programs by keeping practice on track and justifying continued funding
Two Types of Evaluation

Process or Implementation Evaluation and Monitoring
  • How does our program operate? In what context does it operate?
  • Is the program being implemented as planned? What changes have we made to the original design, and why?
  • How can we improve the implementation of the program?
  • Monitoring and Continuous Quality Improvement (CQI)

Outcome Evaluation
  • Did our program reach its objectives?
  • What can we say about short, medium, and long-term outcomes for our youth?
WHAT IS INDIGENOUS EVALUATION?

• Indigenous evaluation uses Indigenous ways of knowing, frameworks, and cultural paradigms

• “Indigenous evaluation is not just a matter of accommodating or adapting majority perspectives to American Indian contexts. Rather, it requires a total reconceptualization and rethinking. It involves a shift in worldview.” (J.LaFrance, Brief 02-Indigenous Evaluation & Native Student Success, http://indigenouseducationtools.org/bf/02)
Indigenous Evaluation and Ways of Knowing

- Indigenous societies have always gathered and analyzed data and information to guide decisions.
- Data and information about the natural world and ancestral teachings.
- Western science often reaches same conclusions Indigenous science already knows.
- Data sovereignty = Tribal sovereignty.
- Cultural values used to assess, measure, or evaluate.
Evaluating Tribal Youth Programs in an Indigenous Way

1. Where do you start – from the beginning (make offerings)
2. Understanding the process of evaluation (data sources and methods of data collection)
3. How to be culturally sensitive to the youth and family in the evaluation process (non-invasive, confidentiality, privacy)
4. Telling your story (analysis of data)
5. Giving thanks to youth, family, and community
Respect for Culture, Tribal Sovereignty integrated throughout process

Evaluation
Telling Our Story

Cultural interconnectedness of all components: each strengthens or contributes to the other components

Preparation and Readiness

Logic Model

Outcomes & Performance Measures

Data Collection

Sustainability

Regard and consideration for evaluation resources
Evaluation Considerations

- Important to plan early for evaluation - develop a plan that identifies the type of evaluation that will be conducted and the timing of evaluation.
- Consider evaluation readiness (see checklist handout).
- “Evaluation is an ongoing cycle - the best evaluations involve teamwork that include both youth and adults as well as input from program providers, funding, participants, and technical experts in evaluation.”
  [http://actforyouth.net/youth_development/evaluation/](http://actforyouth.net/youth_development/evaluation/)
- What resources are available for evaluation of your program?
Who Can Do the Evaluation?

**Hiring an External Evaluator**

**Who:** Consultant from Tribal college, local University, other Tribal department, private consultant

**Pros:** Expertise in evaluation methods, someone else to do the work, objectivity

**Cons:** Potentially expensive, may be from outside community and not familiar with culture of community

**Conducting Evaluation Internally**

**Who:** Staff person who is enthused about data or research (or at least not afraid of Excel)

**Pros:** Less expensive, community member familiar with values and culture of program

**Cons:** Learning curve, time taken from other responsibilities
Creating a Culture of Evaluation

• Establish evaluation as an integral part of the program from beginning to end

• Develop evaluation practices that support the values and goals of the program and community (e.g., honoring cultural protocols)

• Integrate evaluation activities into day-to-day processes
  • Collect data regularly through program activities, such as events, meetings
  • Review evaluation data regularly at staff meetings to guide discussion and decision-making
  • Fidelity tools and feedback loops to keep us on track

• Create a shared understanding of the value of evaluation
Bringing Our Relatives to the Circle

<table>
<thead>
<tr>
<th>Evaluation Working Group</th>
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<tbody>
<tr>
<td>Team Lead</td>
</tr>
<tr>
<td>Program Name</td>
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<tr>
<td>Role/Responsibilities</td>
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<tr>
<td>Evaluation Team Member(s)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Stakeholders: How will the team engage stakeholders in the evaluation process?</th>
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<tbody>
<tr>
<td>Stakeholders to Engage</td>
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<tr>
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<tr>
<td>Example (Truancy Program): Engage local school partners</td>
</tr>
</tbody>
</table>
SMARTen Up Goals and Objectives

**Specific**
- Your goal should be as specific as possible. Your goal will state the **What**, **How** often or how much, **Where** will it take place and **Who** it will impact.

**Measurable**
- Your goal should highlight how you will **measure** your progress. Measurement will give you **specific feedback** and hold you **accountable**.

**Achievable**
- Goals should push you, but it is important that they are **achievable**.

**Realistic**
- Your goal and **timeframe** must be **realistic** for the intent of your desired result.

**Time-bound**
- A SMART goal has a **timeframe** listed which helps with **accountability and motivation**.
• Where are we going and how are we going to get there?
  • What are our goals? What changes do we want to see in our youth? In our communities?
  • What will these changes look like when we succeed? How will we know it happened?
  • What are we doing to create these changes?
  • What is the connection between our program activities and the outcomes we want to see?
• Logic Models are a useful tool to visualize our program’s goals and activities
• Our Logic Model reflects our goals and objectives
Elements of a Logic Model

Figure 1. Sample Logic Model

Inputs
What is needed to accomplish the program’s activities. This could include financial resources, equipment, facilities, staff or agency support.

Activities
The specifications that make up the program. These may include holding meetings or events or conducting trainings.

Outputs
The direct results of the program activities, such as number of meetings held.

Outcomes
The short- and long-term changes that will result from program activities. These may include changes in skills, knowledge, attitudes or behaviors.

Enhancing Native/Tribal Youth Wellness and Cultural Identity
### Example of a Logic Model to Increase Cultural Pride and Identity

<table>
<thead>
<tr>
<th>What are the changes we want to see?</th>
<th>What are the issues that impact making the changes?</th>
<th>What are the activities/resources/inputs we will employ to meet each goal?</th>
<th>What will be the outputs for each specific activity?</th>
<th>What will you do to measure the outcomes and outputs of the program?</th>
<th>What is our hope for the future?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Story</td>
<td>Our story of resilience</td>
<td>What we can do today. Supporting our relatives</td>
<td>There is healing in our culture</td>
<td>Honoring our youth today</td>
<td>Honoring our youth tomorrow</td>
</tr>
<tr>
<td>Wellbeing</td>
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<td>1)</td>
<td>1)</td>
<td>1)</td>
<td>1)</td>
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<tr>
<td>Healing is our future:</td>
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<tr>
<td>What are the cultural values and principles that will guide our work?</td>
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<tr>
<td>Strong Hearts:</td>
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</table>

* Denotes OJJDP Performance Measure.

**The Foundation for Our Work:**

- **Vision:**
- **Mission:**
Logic Model

Example:

American Indian Higher Education Consortium
Logic Model

Example: Capacity Building Center for Tribes
What Questions Do We Want to Answer?

1. Evaluation Focus Area – What is most important to evaluate?
2. Audience – Who are the key audiences that will have questions about your focus areas?
3. Question – What questions will your key audience have about your program?
4. Information Use – For responses to any given question, what will that information be used for?
An evaluation action plan is a living roadmap for your evaluation journey

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Evaluation Question</th>
<th>Signs of Progress (Indicators)</th>
<th>Potential Data Sources</th>
<th>Timing</th>
</tr>
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Outcomes & Performance Measures
What Information Do We Need to Answer Our Questions?

• Quantitative Data
  • Anything involving numbers or counting
  • Collected through forms, spreadsheets, surveys, data from other organizations

• Qualitative Data
  • Voices of our relatives
  • Thoughts and opinions from participants, staff, and other partners
  • Other ways of knowing (dreams, star knowledge, ceremonies, other cultural ways of knowing)
  • Collected through surveys, talking circles, focus groups, conversations, other sources
A detailed data collection plan is important

<table>
<thead>
<tr>
<th>Data to Collect</th>
<th>Where is data and how will it be collected?</th>
<th>Who is responsible for collecting the data?</th>
<th>Target date for data collection?</th>
<th>How will this data be stored? Who has access?</th>
</tr>
</thead>
</table>

How Do We Collect Information?
• It may be necessary to develop both internal MOU and external MOU to support partnerships, communication and to support program sustainability.

• MOU can detail the information that will be shared, by whom, and for what limited purpose.

• MOU should contain the acknowledgment of the team members as to the applicability of and adherence to federal and tribal laws.
Monitoring Signs of Progress

- Regularly looking at our data helps us keep things going in the right direction
  - Implementation progress and service quality
  - Progress toward outcomes and performance measures
  - Course corrections if necessary
  - Celebrating success along the way
  - “Turnover proof” the program for sustainability
Telling Our Story from Present to Future Using Data

- Baseline Data
- Interim/Short-Term Outcomes
- Final/Follow-up/Long-Term Outcomes
Question for the Group

Who do you think needs to hear the story of your program?
Let’s walk through this process with an Example Program...

**Vision Statement:** Strengthening our youth, families, and communities

**Mission Statement:** Our mission is to revitalize and reconnect our Tribal youth to their culture so that they will have a strong foundational cultural pride and identity

**Project Goal:** Increase the cultural skills of 30 Tribal youth to support youth feelings of cultural identity and pride
Preparing for Evaluation

1. Create a Culture of Evaluation

2. Convene Evaluation Working Group and Include Stakeholders

3. Review Goals and Objectives and Develop Logic Model

4. Develop Evaluation Action Plan

5. Connect with Technical Assistance Providers
### Example Logic Model: Strengthening Youth, Families and Communities

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>ACTIVITIES</th>
<th>OUTPUTS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resiliency</td>
<td>Cultural skill building</td>
<td>Youth receive tribal name</td>
<td>Youth cultural skills increase</td>
</tr>
<tr>
<td>Strong cultural identify and way of life</td>
<td>• coming of age ceremonies</td>
<td>Youth participate in coming of age ceremony</td>
<td>Youth feel greater sense of cultural identity and pride</td>
</tr>
<tr>
<td>Intact Tribal values</td>
<td>• healing ceremonies</td>
<td>Youth participate in healing ceremony</td>
<td>Youth well-being is enhanced by increased sense of cultural identity</td>
</tr>
<tr>
<td>Laws and principles</td>
<td>• naming</td>
<td>Youth educated on gender roles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• education on gender roles</td>
<td>Youth understand and use ceremonial elements in prayer</td>
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</table>
# SAMPLE EVALUATION ACTION PLAN

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Evaluation Question</th>
<th>Signs of Progress (Indicators)</th>
<th>Potential Data Sources</th>
<th>Timing</th>
</tr>
</thead>
</table>
| Cultural skill building | To what extent have youth participated in cultural teachings and ceremonies?        | • # youth who receive *Tribal* name  
• # youth participated in coming of age ceremony  
• # youth participated in healing ceremony | Program data                            | Monthly review with Community Advisory Committee      |
| Cultural identity       | To what extent has the program contributed to youth identifying and establishing their cultural identity? | Improvement in youth’s confidence in cultural identity as reported by youth, their families, and program staff | Interviews with youth, their families, and program staff  
Cultural identity survey of youth | • At program entry  
• Six months into program  
• Program completion  
• Six-month follow-up |
| Youth well-being        | To what extent has increased cultural identity contributed to youth well-being?      | • # of youth/% of youth who report improvements in quality of life  
• # youth who enter or re-enter justice system | Youth survey  
Court data | • Program completion  
• Six-month follow-up |
## SAMPLE DATA COLLECTION PLAN

<table>
<thead>
<tr>
<th>Data Collection Plan</th>
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<tbody>
<tr>
<td><strong>Program Name:</strong></td>
</tr>
<tr>
<td><strong>Data to Collect</strong></td>
</tr>
<tr>
<td># of youth who receive Tribal name</td>
</tr>
<tr>
<td># of youth who participate in coming of age ceremony</td>
</tr>
<tr>
<td>Youth sense of cultural identity</td>
</tr>
<tr>
<td>Youth justice Involvement</td>
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<tr>
<td>Name</td>
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</table>
### Cultural Identity Survey

Thank you for participating in [PROGRAM NAME]. We would like to understand more about how your participation in the program has affected your feelings about your culture and your overall well-being.

<table>
<thead>
<tr>
<th>Please mark the option for how much you agree with each statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Getting my [Tribal] name made me feel more like I was a part of [Tribe].</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
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</tr>
<tr>
<td>2. My coming of age ceremony made me feel more like I was a part of [Tribe].</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
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<tr>
<td>3. Participating in a healing ceremony made me feel more like I was a part of [Tribe].</td>
<td>〇</td>
<td>〇</td>
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<tr>
<td>4. Learning about traditional gender roles made me feel more like I was a part of [Tribe].</td>
<td>〇</td>
<td>〇</td>
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<tr>
<td>5. I would like to participate in more cultural activities.</td>
<td>〇</td>
<td>〇</td>
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<tr>
<td>6. I would like to learn more about the history of our people.</td>
<td>〇</td>
<td>〇</td>
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<tr>
<td>7. I would like to learn to speak or speak better [language]</td>
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</table>

8. **What other cultural activities would you like to participate in?**

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9. **Is there anything else you would like us to know about your experience in the program?**

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Youth Cultural Experiences at Program Entry vs Program Completion

Youth Experiencing Increased Cultural Identity, by Activity

- Naming
- Coming of Age Ceremony
- Healing Ceremony
- Gender Role Education
Sharing Our Story

• Telling your story, continuing conversation/dialogue
  • Reports, infographics, presentations, handouts, newsletters/newspaper articles

• Sharing learnings

• Who needs to hear this story? OJJDP, other grantees, community, spiritual leaders/elders, CAC, tribal court, tribal council, schools, families, community events

• Extend appreciation for the time and knowledge people give
  • If someone gives you data, always give it back to them

• Sustainability planning
Tribal Youth Resource Center Evaluation Overview

Respect for Culture, Tribal Sovereignty integrated throughout Process

Preparation and Readiness

Data Collection

Logic Model

Performance Measures

Cultural interconnectedness of all components, each strengthens or contributes to the other components

Evaluation

Telling Our Story

Sustainability

Regard and consideration for evaluation resources
1. Create a Culture of Evaluation

2. Convene Evaluation Working Group and Include Stakeholders

3. Review Goals and Objectives and Develop Logic Model

4. Develop Evaluation Action Plan

5. Connect with Technical Assistance Providers and/or Other Resources
DISCUSSION/QUESTIONS?
Session Evaluation

Please remember to fill out the workshop evaluation.

**Workshop Information:**
Thursday, April 1, 2021
8:45am AKT/ 9:45am PT/ 10:45am MT/ 11:45am CT/ 12:45pm ET

Session D1: Telling Our Story Through Evaluation
Envisioning a future where Indigenous youth thrive through traditional lifeways.

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